

Kaniere Schools Journey through the ICT PD Contract from a Lead Teacher Perspective

School: Year 0-6

Research: Breakouts at conference developing leaders, discussions with leader teachers and principals, online research and trial and error.

Outcomes:

- Develop teacher confidence
- Integrate ICT through all areas of curriculum
- Improve student engagement and achievement

Background Information:

We are a small cluster of five schools from the Hokitika area of the West Coast of the South Island. We started the contract in 2009 with 3 lead teachers and two principal/lead teachers. We employed an outside facilitator for the first year. For 2010 and 2011 I took over the role of cluster facilitator along with the lead teacher from St Mary's School.

This was my third year as a Lead Teacher of ICT in our school and I found it a daunting task to implement new ideas and programmes in the school and really struggled with how I was going to achieve the desired outcomes for the cluster.

School Journey:

During that first year I researched and discussed with people how I could develop my skills in leading a group of teachers and looked at what I needed to work on so that I had the skills to support teachers and students in our school and cluster during the ICT Project.

As my confidence in my abilities to lead improved, so did the direction of where our school was heading. I always had the knowledge to support teachers in ICT but I didn't have the leadership skills to lead. That was the learning that I needed to



develop. I was lucky that the staff I work with supported me and would do anything that I asked of them.

Developing a cluster sharing time approach with another lead teacher changed our school direction and teacher engagement. Cluster shares happened once a term with a different school hosting each event. Our very first cluster share changed our teachers out look as it demonstrated what some teachers in our area were doing and made them realise where we need to go as a school. This was the catalyst that set us on a journey that has been exciting, frustrating and engaging for both teachers and students.

As my confidence grew I was able to set up new ideas and justify buying new equipment. We installed three Mimios to start with and then we put in another three. I set up in

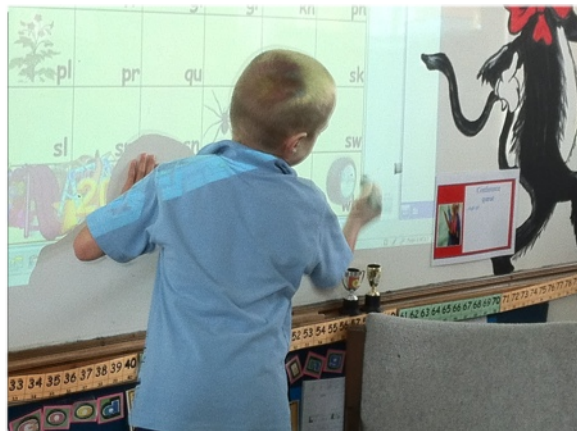


school professional development to motivate the teachers and worked on any problems or issues they had. The professional development was essential if mimios were to be fully utilised. I also sourced other professional development to extend the teachers who needed extending and to continue to up skill all teachers no matter what level they were working at.

Whanau have been very open to e-learning and enjoy being able to access their child's work from home and also to support them with Mathletics.

Summary:

I have found that having teachers attend excellent professional development programmes that gives them practical ideas that they can implement straight back to the classroom has had the biggest impact on their teaching and their students learning and engagement.



Now when we are talking about any problems or new ideas to do with e-learning it is not the lead teacher who will fix or help but other staff. They are confident teaching each other or supporting each other if they are having trouble. The leading is shifting as the teachers knowledge and confidence grows.



Conclusion:

- Quality professional development needs to be present in the school as well as equipment. <http://www.wallwisher.com/wall/teacherfeedback>
- To change pedagogy you need to have all aspects of the school on board from the BOT down.
- Takes time to change and each staff member will move when they are ready.
- Children engaged will drive their own learning.
- Teachers enjoy using the e-learning as you can hear their enthusiasm for it when they talk about what they are doing.
- Quality e-learning is embedded into the teaching and learning.

Points to Think About for the Future:

- How to maintain the growth of e-learning in the school?
- Funding professional development for the staff as we are isolated and the cost is high to get quality professional development.

